

# HOW SELF-EFFICACY, MOTIVATION, AND LEARNING STRATEGIES CORRELATE WITH STUDENTS' ACADEMIC ACHIEVEMENT

**Khoyrul Umam Syarif**

## **Abstract**

The intention of this research to scrutinize the correlation Among self-Efficacy, Motivation, and Learning Strategies, which correlated on Academic Achievement. Every learner have Potential ability to be success using their capabilities. In this study, the researcher used descriptive quantitative method and a correlation research design. It used multiple regression analysis by using SPSS 16.0 to correlates the most significant on student academic Achievement. 114 students were recruited. It was located in Pamekasan Madura. The researcher used descriptive quantitative method and a correlation research design with multiple regression analysis. This study investigate the predictor variable X1 (Self-Efficacy), X2 (Motivation), X3 (learning strategy), X4 (the strongest variable Self-Efficacy, Motivation, and Learning Strategies), X5 (simultaneous correlation Self-Efficacy, Motivation, and Learning Strategies) and criterion variable Y (Academic Achievement). The researcher used two types collecting the data's that are questionnaire and summative test in final examination.

**Keywords:** Self-Efficacy, Motivation, Learning Strategies, Academic achievement.

## **INTRODUCTION**

The ability to understand or execute behavior at a designated level refers to self-efficacy (Bandura, 1986, 1997). Self-efficacy is centered on a greater theoretical framework known as social cognitive theory, which postulates that human achievement depends on interactions between one's behavior, personal factors (e.g., thoughts, beliefs) and environmental conditions (Bandura, 1986, 1997). People's beliefs in their efficacy influence the types of anticipatory scenarios they build and rehearse. Those with a high sense of efficacy visualize achievement expectations that provide positive performance guidance (Bandura, 1993), through their current performance, their momentary memories, the assertions they earn from others, and their behavioral responses, the students gain knowledge to assess their self-efficacy.

Motivation is an emotional reaction in which the students in a task achieve an advantage, reward, or opportunity for a positive compensation. Corbin suggests that while the extrinsic and intrinsic factors affecting motivation differ, the following factors seem to influence learning motivation: importance, power and choice, challenge, social ability to work with others, expected sense of accomplishment, need, novelty, cognitive dissonance, or inconsistency (Corbin, 2008).

Schumaker and Deshler (2006) define a learning strategy as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes."

According to Oxford (1990), Strategies divided into two categories; first, direct strategies directly related to the target language are linked to reminiscence, reasoning and reward strategies. While, metacognitive, expressive, and social include to the second part of strategies, it is indirect strategy, and the Language Learning Approaches as a whole help and connect in emerging language skill of student.

The study concentrates on the last few years on a narrower scale, which focuses on strategies for developing a certain language skill, for example speaking, reading, listening, and writing. Self-efficacy donation to the speaking achievement showed significant correlated and influenced. Alawiyah, (2018) Self-efficacy and motivation results revealed that it has relationship with the students' self-efficacy and their intrinsic motivation.

Fatemi Vahidnia, (2013) motivation are essential elements of success, it is motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard and Rheault, 1977; Ellis, 1994; Crookes & Schmidt, 1991, Pastor & Mestre 2014) on the other hand, the literature regarding language learning strategies and its training model, pointing out the significance of language learning strategies to EFL learners learning, Liu (2010) strategies are still essential important factors of language learning. Various research reports indicate that learning methods decide the level of second language learning, Amir (2018).

While, English is a tool to interact orally and in written work. Communication is the understanding and disclosure of information, ideas, emotions, and scientific, technological and social development. English lessons are therefore aimed towards improving these skills so that students can interact and debate in English at a certain level of literacy.

Based on the researcher's personal experience of becoming a student most of the students are less motivated to study, and the researcher has gotten some journal on self-efficacy, motivation and learning strategy as a reference to read, then thinks that research needs to study at a different level, and also different culture.

In the fourth semester in the English Education Program of state Islamic Institute (IAIN) Madura, researcher aimed to study and measure the relation between self-efficacy, motivation, and learning strategy on academic achievement.

Research questions in the research as a whole are provided in specifics as follows:

- 1 Is there a significant correlation between self-efficacy at English department Program State Islamic Institute (IAIN) Madura and academic achievement?
- 2 Is there a significant relationship at the State Islamic Institute (IAIN) Madura between motivation and academic achievement of students in English Department?
- 3 Is there an important relationship between learning strategy and academic achievement?
- 4 Which of them is the strongest predictor?
- 5 Are they any significant correlate simultaneously on the students academic achievement?

## METHOD

This research used a correlation research design with multiple regression analysis. The design that is applied in this study examines the correlation between three predictor variables and one criterion variable, Creswell (2012;338) notes that 'correlation testing is a statistical test that establishes the trend propensity for two (or more) variable or two data sets to differ consistently. This analysis would differ from experimental research on the ground that it had no treatment or manipulation. There is a t test, a F test and a terminated coefficient in the concept. The aim of the T-test is to assess whether or not there is a partial influence (predictor variable). The purpose of the F test is to assess whether or not the independent variable has a simultaneous effect (together) on the dependent variable.

The questionnaire data were analyzed to determine the self-efficacy of students in order to scrutinize the data in this study. There were 10 items, 15 items were motivated, 30 items were learning strategy. The questionnaire was a total of 55 items. Secondly, academic achievement was formulated by using four English language skills from the summative test to speaking, listening, reading and writing. 114 student were recruited

In collecting data, the researcher did procedure. first, preparing a permission letter, second, meeting with the chief of English Education Program (TBI) to ask him permission in doing research in the university. Third after getting permission from the chief of TBI the researcher was meeting up the lecture for the each subject to get permission doing research in their subject. Fourth prepare the copied papers of the questionnaire, fifth, the researcher give questionnaire as the research instrument in this study.

In giving the questionnaire, the researcher asked the participants to give of responses to the items of the questionnaire based on the real conditions. The questionnaire consisted 55 items. The participants had 25 minutes to answer all questionnaires, In this research, it is impossible to conduct the research in one a day, because the data needed by the researcher from four skill in English those are Speaking Subject, Listening Subject, Reading Subject and writing. The detail schedule of this collecting research data will show in appendix.

The last step was gathering data from student the lectures, meet up with reading lecture on June 23<sup>th</sup> to get the value score of summative test. on 23<sup>th</sup> June the researcher come to the listening lecture purposed to get English listening score of summative test, but it was failed to got the score because calculation of the score from the final students' examination unfinished yet, then on 28<sup>th</sup> the lecture sent the result of the final test by using whatsapp application. The researcher met with a lecture of English writing on 25<sup>th</sup> June after discuss for about fifteen minutes, the lecture gave the final result of writing test. On 26 June, the researcher met a lecture, but she order researcher to asked the result of speaking subject to the academic functionary of English department on 1<sup>th</sup> July, at the end of the proses the researcher got the data from academic functionary.

## RESULTS

From the results of SPSS, the researcher got to analyze the results among the three variables related to Academic Achievement. So that, it can be shown and found the results of SPSS 1.6, which is shown in table 4.1. From the table the results there are 3 variables X and one variable Y.

The result of this study that is R square is 0.235. Then, from the list of tables, it can be seen that the grade of R square has an implication or can be linked that the X1 to X3 variable is simultaneous of the Y variable which has 23.5%.

So that, it can be known as a whole the predictor variable has a stimulus or accumulation related to dependence variable. In this study showed the success of predictor variables on variable Y.

The ANOVA consequence, there were an effect of the relationship of each variable X to Y variable, the sum of the significance there are  $0.00 < 0.05$  and the results of F count  $11.265 > F$  table 2.69, so it can be concluded which results from that ANOVA consequence variable X is accepted simultaneous to variable Y.

The researcher describes how to draw conclusions in a table with the calculation and formulation as follows if the significance value is smaller than 0.005 or F count is greater than F table, then the X variable influences the relationship silently to the variable. and if the significant value is greater than 0.05 or F count is smaller than F table then there is no simultaneous influence on variable X to variable Y. so the researcher looks for F table firstly and calculates its significance as follows:

F table = F (k; n-k)

= F (3; 114-3)

= F (3; 111) see the F table

= 2.69

**Table 3 - Anova**

**ANOVA<sup>b</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 358.441        | 3   | 119.480     | 11.265 | .000 <sup>a</sup> |
|       | Residual   | 1166.674       | 110 | 10.606      |        |                   |
|       | Total      | 1525.115       | 113 |             |        |                   |

a. Predictors: (Constant), L, S, M

b. Dependent Variable: A

The SPSS calculation results of the predictor variable's impact relationship on the dependent variable are provided as follows on table 4, That indicates a meaningful value below 0.05 or t counts more than t table. So there is a correlation or partnership between the academic achievement learning strategy.

### Self-Efficacy

To determine whether the variable self-efficacy correlate the relationship to variable academic achievement in this study. The researcher first calculates and concludes that if the value is significantly lower than 0.05 or t is greater than 0.05, self-efficacy correlate with academic achievement. And if a significant value is greater than 0.05 or t counts less than the t table, then there is no relationship between the self-efficacy variable and the academic achievement.

**Table 5 -Descriptive Statistics of Self-Efficacy**

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
|       |            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant) | 73.957                      | 2.854      |                           | 25.917 | .000 |
|       | S          | -.051                       | .095       | -.052                     | -.535  | .594 |
|       | M          | -.016                       | .065       | -.031                     | -.249  | .804 |
|       | L          | .123                        | .027       | .523                      | 4.550  | .000 |

a. Dependent Variable: A

So, the relationship between self-efficacy does not correlate with students' academic achievement.

### Motivation

To explore whether the motivation variable influences the relationship with the academic achievement variable. The researcher calculates if the value is significantly lower than or equal to 0.05, then there is a correlation variable motivation to academic achievement. And if a significant value is greater than 0.05 or t counts less than the t table, motivation does not correlate with students' academic achievement.

**Table 6 Descriptive Statistics of Motivation**

| Coefficients <sup>a</sup> |            |                             |            |                           |        |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|
| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients |        |
|                           |            | B                           | Std. Error | Beta                      |        |
| 1                         | (Constant) | 82.230                      | 2.965      |                           | 27.734 |
|                           | S          | -.053                       | .099       | -.059                     | -.540  |
|                           | M          | .004                        | .068       | .007                      | .052   |
|                           | L          | .041                        | .028       | .189                      | 1.461  |
|                           |            |                             |            |                           | .147   |

a. Dependent Variable: A

So, there is no effect on the relationship motivation to students' academic achievement.

### Learning Strategies

To find out this study whether the learning strategy variable influences the relationship to the academic achievement variable. Then the researcher first calculates and gives the following conclusions if the value is significantly smaller 0.05 or t is greater then there is a variable learning strategy relationship to academic achievement. if a significant value is greater than 0.05 or t counts less than t table, there is no correlation between the learning strategy variable and academic achievement.

**Table 7 Descriptive Statistics of Learning Strategy**

| Coefficients <sup>a</sup> |            |                             |            |                           |        |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|
| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients |        |
|                           |            | B                           | Std. Error | Beta                      |        |
| 1                         | (Constant) | 82.230                      | 2.965      |                           | 27.734 |
|                           | S          | -.053                       | .099       | -.059                     | -.540  |
|                           | M          | .004                        | .068       | .007                      | .052   |
|                           | L          | .041                        | .028       | .189                      | 1.461  |
|                           |            |                             |            |                           | .147   |

a. Dependent Variable: A

So, there is a relationship academic achievement with learning strategy.

### The strongest predictor of this study

The strongest of this study is a learning strategy that is based on the statistical outcome, so the learning strategy is a variable predictor that is very important for influencing academic achievement. The learning strategy's result is 0.147, which is less than 0.5.

**Table 8 - Descriptive Statistics of strongest predictor**

| Coefficients <sup>a</sup> |            |                             |            |                           |        |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|
| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients |        |
|                           |            | B                           | Std. Error | Beta                      |        |
| 1                         | (Constant) | 82.230                      | 2.965      |                           | 27.734 |
|                           | S          | -.053                       | .099       | -.059                     | -.540  |
|                           | M          | .004                        | .068       | .007                      | .052   |
|                           | L          | .041                        | .028       | .189                      | 1.461  |
|                           |            |                             |            |                           | .147   |

a. Dependent Variable: A

## DISCUSSIONS

### The correlation of self-efficacy and academic achievement

In the previous points, the researcher performed a statistical result, there is no strong self-efficacy correlate with academic achievement variable, this statement is based on the evidence of the statistical analysis performed in the preceding chapter. The result of the final analysis shows that the value is 0.594, higher than 0.05.

The other research shows that the result of self-efficacy is significant. As shown by Bandura Self-Efficacy, it is an important contributor to academic achievement, so the bandura finds that self-efficacy was substantial variable in academic development.

The question of self-efficacy has become the familiar subject in classrooms, and it has often been heard by everyone that if it is attached to him, it can help somebody get better on academic achievement, but in this study it was not significant to academic achievement.

### The relationship motivation and academic achievement

In this study stated that motivation does not correlate with academic achievement, the result of this study is that there is no correlation because the motivation value is 0.958 and the result is greater than 0.5. but based on Alizadeh Mitra, motivation very important role in learning English as a foreign or second language.

Dörnyei(2011:3) stated that motivation is encouragement inside of someone which causes him to move to make a particular choice in achieving a goal. The other opinion comes from Uno (2008:3) stated that the word '*motivation*' derives from the term '*motive*' which means the power inside of individual that causes someone to act. Brophy(2004:4) adds that *Motives* are hypothetical constructs used to explain why people are doing what they are doing. And in addition, Brophy (2004:4) stated that *Motives* are usually construed as relatively general needs or desires that energize people to initiate purposeful action sequences.

From those theories, it can be inferred that motives which becomes the origin of the word motivation makes someone strongly acting or moving to reach a particular goal caused by the existence of reasons or causes taken. And concerning to this case, someone to reach the goal, of course has to stating a sequence of actions related to what he desires to reach.

Terminologically, motivation has many variant explanations which among of them are different. Yet, the points of each opinion proposed are still able to support and to complete each other in defining the motivation. Here are some theories come from some sources.

Those theories of Motivation above provide some points that can be taken. The first thing is that in motivation, there should be desire to achieve a goal which is followed by the persistence and also the effort. it is essential that an action cannot be made without there is no desire firstly, because someone's desire will energize him by giving the strong encouragement and also will conduct the changes in his behavior to be positively better. Then, the second is that in motivation there should be a sequence of actions and positive attitude to act which will direct him to reach the goal more easily. Concerning to this matter, individual must construct the actions and attitude in good quality because reaching the achievement especially in language learning is necessary as proof for the individual to be well-motivated. the last there should be the goal which becomes the reasons (motives) for someone to motivate in doing the particular actions.

### The relationship learning strategy and academic achievement

Depending on the statistical result, the variable predictor of the learning approach is very important for affecting academic achievement. The learning strategy result is 0.147, which is less than 0.5.

The researcher could conclude that Learning Strategy H0 (Null Hypothesis) is rejected and accept Ha (Alternative Hypothesis). There is a relationship impact on the academic achievement learning strategy

### Which one of them is the stronger predictor, self-efficacy, motivation and learning strategies in students' academic achievement

The strongest predictor in this research is a learning strategy, so it is a variable predictor that is very significant to affect academic achievement.

Khalil, Aziz, stated that proficiency level and gender have a main effect on overall strategy use, but their effects on the use of each of the six categories of strategies and individual strategies are variable. The findings have significant implications for research on LLS, classroom instruction, materials design, and teacher preparation.

The explanation above there is a connection between variable predictor (Self-Efficacy, Motivation, and Learning Strategy) to the dependent variable (Academic achievement) in the other research results. But in this study find out the result that the learning strategy very significant to academic achievement caused the background of students in the fourth semester has good preparation when they want to study proved by the result of the final test.

Self-Efficacy shows that is not a significant variable or null hypothesis accepted, it was showed when the researcher took data and seen the students' performance.

Variable motivation in this research was the same with the self- efficacy, there is no significant because students have a lower motivation to study proved when the researcher comes to the class the many students show lazy and less ambition to study.

## CONCLUSION

From the data result of statistical analysis and discussion, the researcher concludes that: The researcher concluded the correlation among self-efficacy (X1), motivation (X2), and learning strategy (X3) on academic achievement (Y) was only one predictor that significantly correlated the learning strategy. the finding of this research only showed significance on student' learning strategies on Academic Achievement, but self-efficacy and motivation doesn't have significant relationship to Academic achievement. Hopefully, there will other researchers to conduct research dealing with this topic.

## REFERENCES

- Alawiyah, Tutik. 2018. Speaking Self-Efficacy and EFL Student Teachers' Speaking Achievement.*jurnal.radenfatah*, 5(1).
- Alizadeh.2017. The Impact of Motivation on English Language Learning, *International Journal of Research in English Education* 1(1).
- Amir, Melvina.2018,Language Learning Strategies Used By Junior High School Efl Learners, *Language and Language Teaching Journal*, 21, (1).
- Association for Learning Technology, Higher Education Academy, JISC, National Union of Students and Leadership Foundation for Higher Education (2014 ) *Changing the learning Landscape: connect to the future. Final Report 2012 – 14*. Bristol: HEFCE.
- Bacha. 2011. Motivating Students in the EFL Classroom: A Case Study of Perspectives, *Canadian Center of Science and Education*, 4(3).
- Bandura, A. 1994. Self-efficacy.In V. S. Ramachaudran (Ed.), *Encyclopedia of humanbehavior*(Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998). mangansek
- Bandura, A. 2003. Negative Self-Efficacy and Goal Effects Revisited, *Journal Of Applied Psychology*, 88 (1) 87–99.
- Brown, Douglas H. (1994). *Principles of language learning and teaching*. New Jersey: Prentice Hall, Inc.
- Creswell, J. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4<sup>th</sup> Ed. Boston: Pearson Education.
- Dörnyei , Z. 2011. *Teaching and Researching Motivation*, 2<sup>nd</sup> Ed. Harlow: Pearson Education Limited.
- Dörnyei, Zoltán & Ushioda, Ema. (2011). *Teaching and Researching Motivation*. Harlow: Pearson Education Limited.
- Genç, G., Kuluşaklı, E., &Aydın, S. (2016). Exploring EFL Learners' Perceived Self-efficacy and Beliefs on English Language Learning.*Australian Journal of Teacher Education*, 41(2).

- Hamid.2017. *EFL Teachers' Beliefs and Motivational Strategies*.
- Hong, Shi. 2018 English Language Learners' Strategy Use and Self-Efficacy Beliefs in English Language Learning, *Journal of International Students*, (2)8.
- International Journal of Foreign Language Teaching & Research – Vol. 5, Issue 19.know. New York: Newbury House Publishers.
- Liu. 2007. Chinese Students' Motivation to Learn English at the Tertiary Level. *Asian EFL Journal*. 9 (1). 126-247
- Nara M. 2015. Impact of English Proficiency on Academic Performance of International Students, *Journal of International Students*,5(1).
- Nasihah, Mutiatun. 2017. Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students, *Arab World English Journal (AWEJ)* 8 (1).
- O,Malley, J. Michael & Chamot, Anna Uhl. (1995). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should*
- Pastor. (2013). *Motivation In Second Language Acquisition*, El Sevier Ltd.
- Rehman, et all. 2014. The Role of Motivation in Learning English Language for Pakistani Learners.*International Journal of Humanities and Social Science* (4)1.
- Salikin, et all. 2017. The Indonesian EFL Learners' Motivation in Reading.*English Language Teaching*, (10)5.
- Vahidnia, Fatemeh. 2013. Self-efficacy and Motivation among Iranian EFL Learners: An Investigation into their Relationships, *International Journal of English Language Education*, (1)3.
- Zimmerman. J. (2000), Self-Efficacy: An Essential Motive to Learn, *Contemporary Educational Psychology* 25, 82–91.